



## First Grade Reporting Standards

### ENGLISH LANGUAGE ARTS

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program. The development of literacy skills is supported by our library curriculum that focuses on literature appreciation, informational literacy skills, and cultivating a lifelong love of reading through exposure to a wide variety of reading materials.

Trimester One	Trimester Two	Trimester Three
<p><b><u>Reading</u></b>            Applies word solving skills            Applies knowledge of word patterns to reading            Uses grade appropriate fluency skills            Reads appropriate grade level text            Identifies characters and setting in a story            Retells stories including key details</p> <p><b><u>Writing</u></b>            Uses capital letters at the beginning of sentences            Uses end punctuation            Transfers known spelling patterns into writing            Uses a combination of drawing and writing to express thoughts            Writes a story with a beginning, middle, and end</p> <p><b><u>Listening and Speaking</u></b>            Participates in collaborative conversations with partners</p>	<p><b><u>Reading</u></b>            Applies word solving skills            Applies knowledge of word patterns to reading            Asks and answers questions about the text            Uses grade appropriate fluency skills            Reads appropriate grade level text</p> <p><b><u>Writing</u></b>            Uses appropriate end punctuation            Uses upper and lower case letters appropriately            Transfers known spelling patterns into writing            Writes multiple sentences on a topic            Creates nonfiction text with an opening and details</p> <p><b><u>Listening and Speaking</u></b>            Participates in collaborative conversations with partners</p>	<p><b><u>Reading</u></b>            Applies word solving skills            Applies knowledge of word patterns to reading            Asks and answers questions about the text            Uses grade appropriate fluency skills            Reads appropriate grade level text</p> <p><b><u>Writing</u></b>            Uses appropriate end punctuation            Uses upper and lower case letters appropriately            Transfers known spelling patterns into writing            States and supports an opinion with reasons</p> <p><b><u>Listening and Speaking</u></b>            Participates in collaborative conversations with partners</p>

**MATH**

The elementary math is aligned to the Common Core State Standards (CCSS) which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real world issues and challenges, preparing students to think and reason mathematically.

Trimester One	Trimester Two	Trimester Three
<p><b><u>Operations</u></b> Solves addition and subtraction story problems to 10 Adds and subtracts to 10</p> <p><b><u>Number Sense</u></b> Counts by ones and by tens to 60 Reads and writes numbers to 60</p> <p><b><u>Measurement</u></b> Reads a graph</p>	<p><b><u>Operations</u></b> Develops strategies for adding to 20 and subtracting to 10 Finds the unknown number in addition and subtraction equations</p> <p><b><u>Number Sense</u></b> Understands that two digits tell how many tens and ones are in the number Finds 10 more or 10 less than various 2-digit numbers</p>	<p><b><u>Operations</u></b> Solves addition and subtraction story problems to 20 Demonstrates fluency with addition and subtraction facts to 10</p> <p><b><u>Number Sense</u></b> Counts by ones and by tens to 120</p> <p><b><u>Geometry</u></b> Identifies and describes 2- and 3-D shapes</p>

**SCIENCE**

The biological, physical, and earth sciences are studied in kindergarten through fifth grade. The opportunity to use the scientific method of questioning, experimentation, and drawing conclusions is provided throughout the grade levels.

Trimester One	Trimester Two	Trimester Three
<p><b><u>Space Systems</u></b> Uses observations of the sun, moon, and stars to describe patterns that can be predicted Compares the amount of daylight for each season</p>	<p><b><u>Engineering</u></b> Uses tools and materials to solve real world problems</p> <p><b><u>Waves Light and Sound</u></b> Explains how vibrations and sound relate Understands how light travels through objects</p>	<p><b><u>Engineering</u></b> Uses tools and materials to solve real world problems</p> <p><b><u>Plants and Animals</u></b> Demonstrates how adaptations help living things survive Compares features of parents and their offspring</p>

## SOCIAL STUDIES

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action. Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels. Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States.

Trimester One	Trimester Two	Trimester Three
<p><b><u>Inquiry</u></b> Uses listening, consensus-building, and voting procedures to decide on and take action in their classrooms</p> <p><b><u>Civics</u></b> Explains how all people, not just official leaders, play important roles in a community</p> <p><b><u>History</u></b> Creates a chronological sequence of multiple events</p>	<p><b><u>History</u></b> Compares perspectives of people in the past to those of people in the present</p> <p><b><u>Geography</u></b> Constructs and interprets maps and other representations to navigate a familiar place</p>	<p><b><u>Inquiry</u></b> Creates questions to help guide inquiry about a topic with guidance from adults and/or peers</p> <p><b><u>Economics</u></b> Explains how people earn pay or income in exchange for work</p>

## SPANISH

Spanish for students in grades one through five focuses on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language. Thematic units provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.

Trimester One	Trimester Two	Trimester Three
<p>Demonstrates understanding of words and phrases</p> <p>Produces words and phrases</p>	<p>Demonstrates understanding of words and phrases</p> <p>Produces words and phrases</p>	<p>Demonstrates understanding of words and phrases</p> <p>Produces words and phrases</p>

## ART

The purpose of art education is to foster critical thinking and promote creativity. In District 28, students explore how art is used to communicate, how art expresses different points of view, and identifies how art can be found everywhere and influences aspects of our daily lives. Students will not only experience using different tools and techniques in order to create meaningful works of art, but will also reflect and share the work they create with others.

Trimester One	Trimester Two	Trimester Three
<p>Communicates ideas visually through the use of line, shape, and color</p>	<p>Expresses a point of view through the use of space</p>	<p>Identifies and visually uses inspiration from artist techniques</p>

## MUSIC

The purpose of music education in District 28 is to cultivate thoughtful members of society who are tuneful, beatful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

Trimester One	Trimester Two	Trimester Three
I can interpret the mood expressed in a musical example	I can interpret basic rhythm notation (quarter and eighth beats)	I can use my singing voice to match two or more pitches

## PHYSICAL EDUCATION

District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive, and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthy living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally. Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

Trimester One	Trimester Two	Trimester Three
Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Demonstrates teamwork	Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Demonstrates teamwork	Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Demonstrates teamwork

**PROCESS SKILLS: CHARACTERISTICS OF A SUCCESSFUL LEARNER**

District 28 values developing our students' essential skills as well as their content knowledge. Characteristics of a Successful Learner are the standards that provide information regarding a students' independence and initiative, work habits, and communication and collaboration.

**Grades K-1 All Standards Trimester 1, 2, and 3**

<b><u>Independence and Initiative</u></b>	<b><u>Work Habits</u></b>	<b><u>Communication and Collaboration</u></b>
Follows routines and instructions Self-Advocates Perseveres and problem solves Shows enthusiasm for learning	Responsible for own materials Stays on task independently and completes tasks Regularly works to achieve personal best	Shows respect for self and others Respects personal space Participates appropriately in group activities Participates appropriately in discussion Verbalizes feelings appropriately Handles unstructured time appropriately

**Academic Levels of Proficiency**

**Level 4** – Exceeds = Student independently applies knowledge in novel and unexpected ways.

**Level 3** – Meets = Student understands concepts and demonstrates proficiency. Student can show understanding and apply his/her learning.

**Level 2** – Approaching = Student is approaching understanding, but still needs support from teachers and parents.

**Level 1** – Below = Student is beginning to identify concepts, but does not demonstrate understanding. Student requires a high level of support.

**Characteristics of a Successful Learner Levels of Proficiency**

**Level 4** – Exceeds = Student consistently and independently demonstrates characteristics.

**Level 3** – Meets = Student often demonstrates the characteristics.

**Level 2** – Approaching = Student needs teacher reminders to successfully demonstrate characteristics.

**Level 1** – Below = Student rarely demonstrates the characteristics and needs significant support.